



Missouri Teacher Preparation Institution PROFILE

WASHINGTON UNIVERSITY

GENERAL INFORMATION

About the Institution

- Washington University was founded in 1853 and is located on 169-acres adjacent to Forest Park in St. Louis. The university offers more than 90 undergraduate, graduate, and doctoral programs through the College of Arts and Sciences, the Graduate School of Arts and Sciences, University College, the School of Architecture, the School of Art, the John M. Olin School of Business, the School of Law, the School of Medicine, the School of Engineering and Applied Science, and the George Warren Brown School of Social Work.

Source: *Bulletin, Washington University, 1996-98*

- Enrollment* **12,118** (6,695 undergraduates)

Non-resident Alien	9.6%
African American	6.1%
American Indian	0.3%
Asian	9.5%
Hispanic	2.2%
White	67.1%
Other	5.0%
Missouri residents	23% (undergraduates)
Male	50%
Female	50%

*Fall 2000 Headcount

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges* 0

*Fall 2001 degree-seeking undergraduate students

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students¹ 358

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)² 46

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

The successful completion of a minimum of 12 years of primary and secondary studies is required for admission to any program of study leading to a bachelor's degree at Washington University. In addition to two letters of recommendation from teachers or counselors, prospective students must provide official SAT I or ACT and TOEFL (international students) results, original or certified copies of complete academic records, and respond to an essay question.

Source: Washington University (<http://www.wustl.edu>)

- Average ACT Score of 1995 Freshmen Class*³ 28.4

*Fall 1995 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled
by the
Missouri
Department of
Elementary
and Secondary
Education

December 2001

- Tuition & Fees for Typical Full-time Undergraduate Student* \$24,745

**2000-2001 academic year*

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a& 13b)

About the Education Program

- Washington University's Department of Education offers elementary, middle school and secondary teacher education programs. All teacher education majors must double major; the high quality content-area preparation offered by the College of Arts and Science is a strength of the teacher education program at Washington University.

Equally strong is the commitment to preparing inquiry-oriented teachers who can, as continuous learners, systematically examine and improve their own practice. Teachers educated at Washington University are expected to develop the ability to consider classroom decision-making from multiple perspectives and to ground their teaching practice in research, experience and ethical standards so that they can construct and reflect on that practice in the interest of all of their students.

In order to develop these abilities, the teacher education programs feature sequences of course work tied to multiple field experiences; this enables pre-service teachers to understand the complexity of what occurs in K-12 classrooms, to practice a variety of strategies to meet the needs of specific students in specific classrooms, and then to reflect on these experiences to improve their teaching practice in the future. All graduates produce an action research study of some aspect of their student teaching. Washington University is assisted in this effort by faculty at three partner schools, Kirkwood High School, University City High School and Clay Community Education Center, and by the many other schools with which the university has long-standing, informal relationships.

In addition to undergraduate teacher education, Washington University offers master of arts in education (elementary) and master of arts in teaching (secondary) pre-service teacher education and a post-baccalaureate option that leads only to certification (no degree) in either middle school or secondary pre-service teacher education.

Source: Washington University, January 2002

- Enrollment in Undergraduate Professional Education Programs* 39

American Indian	0.0%
Asian	5.1%
African American	10.3%
Hispanic	0.0%
White	84.6%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%

Missouri residents **51%**

Male	23.1%
Female	76.9%

**Fall 1999 Headcount (full-time students)*

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges* 2

**Fall 2001 degree-seeking undergraduate students*

Missouri Teacher Education Scholarship Students ⁴	0
Missouri Minority Teaching Scholarship Students ⁵	0

Source: Missouri Department of Elementary and Secondary Education

- **Education Program Entrance Requirements**

All teacher education students must have a 2.8 overall grade point average and a 3.0 overall grade point average in their subject-area major. Beyond this base requirement, the teacher education admissions committees consider all information submitted at application and make admissions decisions based on applicants' overall qualifications. Application requirements/procedures vary by teacher education program but following are common elements:

- completion of appropriate application
- a personal essay regarding the decision to become a teacher
- submission of official copies of all academic records (high school transcripts, records from all college/universities attended)
- submission of appropriate achievement/aptitude test scores (C-BASE, ACT, SAT, GRE, Miller Analogies, TOEFL—according to program)
- submission of three academic, professional or teaching-related letters of recommendation
- interview with teacher education faculty

Source: Washington University, January 2002

- **Information about Education Program Completers⁶**

Completers of 1999-2000 teacher preparation program

40

Age

Under 25	55%
25-34	23%
35-44	13%
45-54	3%
55 and over	0%
Unknown	8%

Semesters: Fall 1999, Winter 2000, and Summer 2000

Source: Missouri Department of Elementary and Secondary Education

Average ACT score⁷ (applicants for certification)

27

Source: Missouri Department of Elementary and Secondary Education: Certification Files

C-BASE scores⁸

Passed all five subjects first time

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
17	15	294	427	370	291	387	349	318	445	408	300	454	372	264	450	337

Passed all five subjects, one or more attempts through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
17	17	292	427	359	288	393	349	314	445	407	300	454	372	252	450	337

*state median score

Source: Assessment Resource Center

Employed in Missouri public schools⁹ in 2000-2001*

13(33%)

Missouri Public School districts employing Washington University
1999-2000 program completers

9

Major Employer of Washington University 1999-2000 program completers

Hazelwood School District 3

Source: Missouri Department of Elementary and Secondary Education

Program completers in private school or out-of state

21 (53%)

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

RESOURCES

Institution

- Full-time Faculty at Washington University 2022

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

Education Program

- Full-time Education Program Faculty 11

American Indian	0
Asian	0
African American	1
Hispanic	0
White	10
Nonresident Aliens	0
Other	0

Male	6
Female	5

Doctorate Degree	10
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Missouri Teaching Certificate	5
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National Board Certification	0
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- Adjunct Education Program Faculty 20

Full-time with the institution, part-time in education 1

Part-time in education 19

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

EDUCATION PROCESSES

Institution

- Student-to-Faculty Ratio* 6:1

Source: Washington University, May 1999

- Average Class Size* 18

Source: Bulletin, Washington University in St. Louis, 1996-98

Education Program

- Student-to-Faculty Ratio 9:1

- Average Class Size 14

Source: Washington University, May 1999

- Educational Philosophy

At Washington University the teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex, normative, and changing activity, teacher education is viewed as an on-going, problem solving process as opposed to a search for the "one right" answer or "one best" way. Therefore, our students

are expected to develop the ability and the inclination to look at educational policy and classroom decision making from multiple perspectives and to raise fundamental questions about the purposes, processes, and problems of the current system. In addition, they are expected to act in ways that have a sound defensible rationale rooted in research, ethical standards, and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

In our teacher education programs Washington University faculty help our students ask and tentatively answer questions that frame teaching as a complex intellectual and moral task. As individual members of the faculty, we tend to value certain sorts of questions and inquiry over others – we pursue teaching as science, as art, as ethical/political activity. As a community of teacher educators, however, we encourage and support a critical and pragmatic vision of teaching that emphasizes competence, the enrichment of human experience, and the critical understanding and transformation of educational practice.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Practical Experience Requirements for Education Majors**

All teacher education students must complete a minimum of three field experiences. The early field experience for all students occurs in ED 4052, Educational Psychology, which requires five hours of observation/interaction in a K-12 classroom for a semester. The majority of these early experiences occur in urban settings.

The second required field experience varies by program. Elementary students complete a second field experience in conjunction with the elementary methods block. Middle school teacher education students complete a second field experience in conjunction with their middle school organization course. (Students who choose secondary and middle also complete a third field experience during their middle school methods course.) Secondary teacher education students complete a second field experience during the fall of their “professional year” in conjunction with general and content-area methods course work.

The third required field experience is student teaching. The structure of student teaching varies by program but equals or exceeds 10 weeks of full-time student teaching in all cases.

Source: Washington University, May 1999

- **Information about supervised student teaching**

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **41**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **13**
- The student/faculty ratio was: **3/1**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **10**. The total number of hours required is **400** hours.

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

- **Professional Development School(s)**

The Department of Education has developed two formal partnerships in which the field experiences and other aspects of the teacher education programs are collaboratively designed and implemented. These partnerships are with Clay Community Education Center and Kirkwood High School.

Clay Community Education Center is an urban elementary school in the St. Louis School District and has been a teacher education partner with Washington University for five years. Teacher education students observe, assist teachers, serve as literacy tutors and student-teach at Clay. Washington University and Clay Community Education Center faculty members interact in a variety of ways for the improvement of instructional programs at both programs.

The Kirkwood-Washington University partnership is the oldest and most developed partnership and has had a significant impact on the teacher education programs. Kirkwood is a suburban community with a population that features a broad range of socio-economic levels. A significant proportion of the secondary teacher education students engage in a “professional year,” consisting of fall field work and courses followed by integrated student teaching and course work on site at Kirkwood High School.

Source: Washington University, January 2002

- **Co-curricular Programs**

The Department of Education has established a relationship with University City High School which includes, among other initiatives, faculty and students working in the Writer's Room at the High School as writing coaches. In addition, several different departments within the College of Arts and Sciences offer different experiences tutoring local students at all grade levels. The Department of Education offers summer and school-year opportunities for students to tutor at the Clay Community Education Center. The Campus YMCA offers opportunities for students to tutor all subjects at all grade levels. Other opportunities exist in science education programs offered by the Biology Department and a writing program organized by the English Department.

Source: Washington University, January 2002

- **Instructional Technology Requirements**

Educational technology is taught as a component in Washington University's content method courses. Students are taught to use computers and other technology as instructional tools. They are exposed to the identification and use of appropriate software, including word processing, spreadsheet, presentation, and record-keeping applications; use of the internet; web page construction and use; and use of peripherals, such as digital video and still cameras, computer projection devices, and graphing calculators. Students must demonstrate their ability to use these tools appropriately during student teaching and provide evidence of such in their portfolios.

Source: Washington University, August 2000

- **Accredited, NCATE (National Council for Accreditation of Teacher Education)**

Source: National Council for Accreditation of Teacher Education Web Site

PERFORMANCE

- Missouri certificates* issued to Washington University education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Deaf and Hearing Impaired	K-12	5
Early Childhood Education	B-3	4
Elementary Education	1-6	13
Mathematics	9-12	4
Middle School: Language Arts	5-9	2
Middle School: Social Studies	5-9	1
Mild/Moderate: Learning Disabled	K-12	1
Physic	9-12	1
Social Science	9-12	4
Spanish	K-12	2
Total		37

*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

- Performance of Program Completers* on Praxis II Exit Exam¹⁰

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Biology: Content Knowledge	2	100%	156	183	171	169
Elem. Ed.: Curriculum, Instruction, & Assessment	16	100%	164	192	180	179
Mathematics: Content Knowledge	4	100%	137	171	154	143
Physics: Content Knowledge	1	100%	133	+	154	127
Social Studies: Content Knowledge	5	100%	152	183	171	168
Spanish: Content Knowledge	1	100%	158	+	170	177
Special Education	5	100%	490	612	629	610
Total	34	100%				

*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on Washington Program Completers

Education program completers who received initial Missouri certification in 1994

55

Employed in Missouri public schools in

1995-96	14 (25%)
1996-97	15 (27%)
1997-98	14 (25%)
1998-99	11 (20%)
1999-00	10 (18%)

Employed in Missouri public schools in 1999-00, with master's degree

37 (67%)

Employed in the same Missouri public school district in

1995-96	14 (25%)
1995-97	12 (22%)
1995-98	10 (18%)
1995-99	9 (16%)
1995-00	7 (13%)

Certification Status as of Sept. 1, 2001

Holding Valid PC I	1 (2%)
Holding Valid PC II	22 (40%)
Lapsed ¹¹	32 (58%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers¹²

Missouri school districts employing Washington University graduates* **73**

Washington University had 828 graduates teaching in Missouri public schools during the 2000-01 school year.

School districts employing 6 percent or more of Washington University's 828 graduates teaching in Missouri public schools during the 2000-01 school year:

Special School District of St. Louis Co.	9%	(80)
Parkway C-2	11%	(96)
St. Louis City	15%	(130)

**Includes all graduates of Washington University employed in the district, not just those who completed the education program*

Source: Missouri Department of Elementary and Secondary Education

STARR Teachers ¹³ 1

National Board Certified Teachers ¹⁴ 0

Missouri Teachers of the Year ¹⁵ 0

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

According to recent Department of Education alumni surveys, graduates have received awards including Teacher of the Year, Sallie MAE First Class Teacher Award; Outstanding Beginning Teacher Award; as well as "most influential teacher" and "most creative teacher" honors. Others have received professional organization credentials and been recognized for writing successful grant applications and for conference presentations.

Source: Washington University, January 2002